NURS12163 *Chronic Health and Community Care*
Term 2 - 2023

Profile information current as at 10/04/2024 11:00 pm

All details in this unit profile for NURS12163 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will examine chronic health conditions that may affect people across the lifespan. You will learn to recognise symptoms that commonly lead to an exacerbation or worsening of a chronic health condition. Taking into consideration individual socio-cultural and lifestyle choices, you will assist people living with a chronic health condition to implement self-management strategies and develop care plans from a person-centred, community, family and health care service perspective to minimise exacerbations. You will develop a discharge/education plan utilising aspects of behavioural change, psychosocial support and health literacy aimed at effecting change and supporting a person's self-management of chronic illness taking into consideration the roles of other members of the interdisciplinary care team.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisites: NURS12161 Professional Experience Placement 2 or NURS12156 Clinical Practice 2BIOH12011 Pathophysiology and Pharmacology 1 or BIOH11006 Advanced Anatomy and Physiology and NURS12154 Pharmacology for Nursing Practice.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2023

- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Online Quiz(zes)**
Weighting: 20%
2. **Written Assessment**
Weighting: 30%
3. **Written Assessment**
Weighting: 50%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student

Feedback
"I really enjoyed the case studies this term, I found them really helpful in thinking more wholistic as a nurse and gaining a broader view of the lived experiences of ill health. I hope you continue to offer case studies to future students as I found these incredibly helpful in my learning."

Recommendation
Case studies are to continue to be used to facilitate learning and engage students.

Feedback from Student

Feedback
"Overall, I found this unit informative, interesting, and applicable to real-life nursing practice. The lecturers were responsive and helpful. Thank you ladies for a great semester."

Recommendation
Unit content and structure will continue in the same setup.

Feedback from Student

Feedback
"The tutorials were too long so I preferred to watch the recordings; the audio setup in the Rockhampton's room made it very difficult to hear the students even when they came to the front."

Recommendation
Tutorials to return to weekly online zoom sessions and the Rockhampton tutorials will not be linked in.

Feedback from Student

Feedback
"I enjoyed the entire subject and learned a lot, the lecturers were informative, however, I find the flipped classroom techniques difficult and prefer normal classroom lectures."

Recommendation
The use of the flipped classroom will be reviewed in accordance with feedback from students

Feedback from Coordinator

Feedback
Many students struggled with time allocation for Assessment One Quiz.

Recommendation
A review of the quiz and the time allocated will take place in collaboration with DDLT and ILD.

Feedback from Cordinator

Feedback
Clarity of assessment items one and two

Recommendation
These will be reviewed every term to ensure further clarity for students.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Identify factors associated with the early recognition of an acute exacerbation of a chronic health condition and plan relevant nursing care
2. Evaluate interventions to influence socio-cultural and lifestyle choices of individuals
3. Incorporate the lived experience of a person with a chronic health condition when collaboratively planning care
4. Develop a collaborative discharge/education plan for a consumer who has a health challenge associated with the National Health Priority Areas (NHPA).

Content in this unit incorporates a number of professional nursing requirements

Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice

Thinks critically and analyses nursing practice
Maintains the capability for practice
Develops a plan for nursing practice
Evaluates outcomes to inform nursing practice

Nursing and Midwifery Board of Australia Nursing Code of Conduct

Legal compliance
Person-centred practice
Cultural practice and respectful relationships
Professional behaviour
Research in health
Health and wellbeing

International Council of Nursing Code of Ethics for Nursing

Nurses and People
Nurses and Practice
Nurses and the Profession
Nurses and co-workers

National Safety and Quality Health Service Standards

Clinical governance
Partnering with consumers
Preventing and Controlling healthcare-associated infection
Medication safety
Comprehensive care
Communicating for safety
Recognising and responding to acute deterioration

Patient Safety Competency Framework

Person-centred care
Therapeutic communication
Cultural competence
Teamwork and collaborative practice
Clinical reasoning
Evidence-based practice
Preventing, minimising and responding to adverse events
Infection prevention and control
Medication safety

Aged Care Quality Standards

Consumer dignity and choice
Ongoing assessment and planning with consumers
Services and supports for daily living

Organisation's service environment

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ● Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 20%	●	●		
2 - Written Assessment - 30%		●	●	●
3 - Written Assessment - 50%	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication				●
2 - Problem Solving				
3 - Critical Thinking	●	●	●	●
4 - Information Literacy				
5 - Team Work				●
6 - Information Technology Competence	●	●	●	
7 - Cross Cultural Competence				
8 - Ethical practice				●
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks
NURS12163

Supplementary

Critical conversations for patient safety. An essential guide for healthcare students.
Edition: 2nd (2020)
Authors: Tracey-Levett Jones
Pearson
Melbourne , Victoria , Australia
ISBN: 13: 9781488623004
Binding: Other
NURS12163

Supplementary

Living with chronic illness and disability. Princples for nursing practice
Edition: 4th (2021)
Authors: Esther Chang and Amanda Johnson
Elsevier
Chatswood , Victoria , Australia
ISBN: Paperback ISBN: 9780729543583 eBook ISBN: 9780729588270
Binding: Other

Additional Textbook Information
Critical conversations for patient safety. An essential guide for healthcare students.
Chapter 20, pp.237-249 will be a digitalised eReading chapter within the unit. If you prefer to study with your own copy, paper, and eBook versions can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code).

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Students must have necessary equipment/accessories to attend online lectures via Zoom or Microsoft Teams

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Colleen Mcgoldrick Unit Coordinator
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Schedule

Week 1 | Chronic health conditions and Primary Health Care - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • What is chronic health? • Chronic disease in general practice • What is a chronic disease? • Understanding the role of Primary Health Care in the community. • Understanding the role of the Primary Health Care Nurse. This week contains 12 hrs of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	

Week 2 | The biopsychosocial/cultural approach to care - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • What are socio-cultural/economic factors? • What are lifestyle choices? • Person-centred care in the context of chronic health. • Self-efficacy in the context of chronic health. This week contains 12 hrs of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	

Week 3 | Interventions to influence socio-cultural and lifestyle choices - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • Factors that influence health. • The path to improved health. • Social factors that influence health. • Different types of intervention. This week contains 12 hrs of learning.	There is no prescribed textbook for this unit. View allocated resources and complete activities.	

Week 4 | Recognition of acute exacerbations of chronic illness and rehabilitation within the community setting - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • Recognition of acute exacerbations. • Factors associated with the early recognition of acute exacerbations. • Nursing principles and interventions. • Health promotion and health education in improving health outcomes. • Rehabilitation on chronic health. • Community resources. This week contains 12 hrs of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	

Week 5 | Patient-centred care and communicating with consumers - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Topics include:
• Communication refresher.
• Interviewing techniques-
motivational interviewing.
• Shared decision making.
• Decision aids
This week contains 12 hrs of learning.

Online Quiz-Short Answer Vignettes Due: Week 5 Friday (11 Aug 2023) 5:00 pm AEST

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Take a break and try to recuperate!

Week 6 | Assessment preparation - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • Understanding the task. • Researching for evidence. • Outlining and planning the task. • Writing the first draft. This week contains 12 hrs of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	

Week 7 | Self-management of chronic health conditions - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • The National Chronic Disease Strategy in Australia • Models of care • The development of self-management programs • Self-management strategies and support in chronic health conditions • Assessing readiness for change This week contains 12 hrs of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	

Week 8 | The lived experience of individuals in the community setting - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • What is meant by Lived Experience? • The lived experience of consumers suffering from chronic health conditions. • What is essential to the consumer in their healthcare? • Multimorbidity. • Dementia-a lived experience. This week contains 12 hrs of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	**Written Assessment** Due: Week 8 Friday (8 Sept 2023) 5:00 pm AEST

Week 9 | Seamless service or 'cracks' in care - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • Health fragmentation (the silo effect). • Cracks in care. • Non-Compliance. • Rethinking Adherence. • How to manage medication safety and polypharmacy in the community setting. This week contains 12 hrs of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	

Week 10 | Transitional care planning - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic

Topics include:
• What is involved in transitional care planning?
• The importance of continuity
• Transitions from acute to community care
• The transition from Community Health Care to other services within the community.
This week contains 12 hrs of learning.

View allocated resources and complete activities.
There is no prescribed textbook for this unit.

Week 11	The palliative approach and the role of the nurse in palliative care - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • What is palliative care? • The health promotion approach to palliative care • The nurse in palliative care • The importance of social and cultural norms in palliative care • Communicating end-of-life decisions. • Advanced Health Directives (AHDs) This week contains 12 hrs of learning.	View allocated resources and complete activities. **You will be referred to digitalised chapters (in the e-Reading list) from the following texts to complete your learning.** Haley, C, & Daley, J. (2018). Palliation in chronic illness. In J. Chang & A. Johnson (Eds.), Living with Chronic Illness and Disability: Principles for nursing practice (4th ed., pp. 215-229). Elsevier Australia Palmer, L. & Horton, G. (2020). Communication about end-of-life care and decisions. In T Levett-Jones (Ed), Critical conversations for consumer safety: An essential guide for healthcare students (2nd ed., pp. 236-250). Pearson Australia	**Written Assessment** Due: Week 11 Friday (29 Sept 2023) 5:00 pm AEST

Week 12	Review - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Review and revision of the content within this unit to consolidate your learning.	Complete activities to review and reflect on the learning you have undertaken in this unit.	

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Online Quiz-Short Answer Vignettes

Assessment Type
Online Quiz(zes)

Task Description
Aim
This assessment aims to enhance your critical thinking and knowledge for a person living with a chronic health condition in the community.
Instructions.

You are to complete the quiz in the allotted time and dates. Please note the following:
• Each student will get two vignettes to view.
• There are five questions to answer for each vignette.
• It is expected to write 3-4 sentences per question.

• Based on case studies and content you have encountered in Weeks 1 to 4 in the unit.
• The vignettes will be randomly allocated to ensure students will receive different vignettes.
• There are ten marks per vignette (two marks per question)
• You have a maximum of 45 minutes to complete the quiz. (22 mins per vignette).
• Note that individual questions in each vignette can be inadvertently deleted, so DO NOT click on these questions. Just click under and start your answer. Once you start the quiz, you must complete it in 45 minutes.
• The quiz will automatically close at the end of 45 minutes, and you will submit your result even if you have not finished.
• You have a maximum of 1 attempt for the quiz, and you must complete the quiz in one sitting.
• Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen, as this may close the quiz and record your result.
• If you have any technical issues, notify the unit coordinators immediately. Take a screenshot or photo of the issue and email it to the unit coordinators. We will assist you with resolving it or refer you to TaSAC for further assistance (toll-free phone number 1300 666 620).

Requirements
• Computer access with a reliable internet connection.
• Relevant learning materials are available to access during the quiz.

Submission
• You will complete this assessment online. Click submit at the end of the quiz, and your answers will be automatically submitted.
• The quiz will be marked manually.
• Quiz will be available two weeks after the attempt is complete.

Number of Quizzes
1

Frequency of Quizzes

Assessment Due Date
Week 5 Friday (11 Aug 2023) 5:00 pm AEST
This quiz will close on Friday, 11 August 2023, 5:00 PM.

Return Date to Students

Results for the quiz will be available 2 weeks after the attempt is complete.

Weighting
20%

Assessment Criteria
No Assessment Criteria

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Submit via Turnitin online.

Learning Outcomes Assessed

- Identify factors associated with the early recognition of an acute exacerbation of a chronic health condition and plan relevant nursing care
- Evaluate interventions to influence socio-cultural and lifestyle choices of individuals

2 Written Assessment

Assessment Type
Written Assessment

Task Description
Aim

This assessment will assist you in applying the concepts you have learned in NURS12163. You will be able to demonstrate your ability to evaluate interventions incorporating the lived experience of an individual living with a chronic illness. You will develop a collaborative education plan considering the needs of the individual with chronic illness within the NHPA.

Instructions

Watch the video (duration: 2.8 min) about Jo. Jo shares her story of heart disease, after having five cardiac stents inserted into her heart in her early 40s, and fifteen years later, she had a triple bypass. Jo shares her family background and genetic history that influenced her heart health. Women have heart disease and do suffer heart attacks. Be aware and act before it's too late.

Follow the steps.

Step 1: Introduction (approximately 150 words)
• Introduce Jo and her presenting chronic health condition.
• Name the Australian National Health Priority Area (NHPA) associated with Jo's chronic health condition.
• Briefly outline what you will discuss in your essay.

Step 2: Body discussion (approximately 1200 words)
• Discuss some of the issues/challenges Jo highlights when talking about her lived experience.
• Explain how you would evaluate your chosen intervention and its impact on Jo's socio-cultural and lifestyle choices.
• Develop a collaborative education plan concerning the intervention you have implemented with Jo considering the information you have already discussed.
• Ensure your discussion is supported by literature, with in-text citations. Use CQU library to source your journals.

Step 3: Conclusion (approximately 150 words)
Provide a paragraph concluding your essay conveying the most important points to consider concerning Jo and her condition. Consider what you want the reader to take away from Jo's experience.

Step 4: **References-Use APA 7th edition, (maximum of 10 < 5 yrs old)**
• Source journals from the CQUniversity library.
• You may use seminal scholarly literature where relevant.
• Suitable references include peer-reviewed journal articles, and textbooks.
• When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage.
• Grey literature from the internet must be from reputable websites such as government, university, or peak national bodies, such as the Australian College of Nursing or the Australian Association of Social Workers.

Requirements for literature, referencing and formatting.
• Use the provided template.
• Write in the third-person perspective.
• Use formal academic language.
• The word count is considered from the introduction's first word to the conclusion's last word. The word count excludes the reference list but includes in-text references and direct quotations.
Resources
• Use the template provided.
• You may use unit-provided materials (such as journal articles) to reference your case study. However, you must look beyond the Moodle content for this assessment. And use other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important.
• We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
• We recommend you access your discipline-specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
• For information on academic communication, please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources, including information for students with English as a second language.
• Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Submission
Submit your assessment as one document via the unit Moodle site in Microsoft Word format only.
Results will be two weeks from the submission date.

Marking Criteria
Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date

Week 8 Friday (8 Sept 2023) 5:00 pm AEST
Submit via Turnitin using a word document Friday, 8 September 2023, 5:00 PM

Return Date to Students

Results will be two weeks from the submission date.

Weighting
30%

Assessment Criteria

HD 85 – 100%	D 75 – 84%	C 65 – 74%	P 50 - 64%	F <50%	Fail (content absent) 0%	Marks
Presentation (5%)						
An engaging and well-planned assessment. The assessment material is logical, clear, concise, and convincing. The template provided is used. 5.00-4.23	A well-planned, logical, and clear submission. The assessment material is generally logical, concise, and convincing. The template provided is used. 4.22-3.73	The submission needs to be more concise and convincing but is primarily comprehensive. The template provided is used. 3.72-3.23	The submission is presented, lacks flow and is not concise or comprehensive. The template provided is used. 3.22-2.48	The submission could be clearer. It is not logical OR unclear, OR is superficial. The template provided is used. 2.47-0.00	No flow to the presentation. The template provided is not used. 0	5
Structure (5%)						
Clear and succinct introduction that outlines the information requested and the direction of the paper. Written material is free from spelling, grammar, and structural errors. A conclusion that clearly and succinctly brings the assessment to a close. 5.00-4.23	Clear and appropriate introduction that outlines the information requested and the direction of the paper. There are 1-2 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. A conclusion that clearly and appropriately brings the assessment to a close. 4.22-3.73	Appropriate introduction that outlines the information requested and the direction of the paper. There are 3-4 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. The conclusion outlines most of the main points and brings some sense of closure. 3.72-3.23	An introduction is apparent, although it consists only of a list of the paper's contents. There are 4-5 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. Conclusion apparent – outlines most of the main points and endeavours to bring the argument to a close –some incongruity. 3.22-2.48	No recognisable introduction. There is no direction offered in respect of the paper. There are >5 errors (in spelling, grammar, and paragraph structure) that affect the meaning and flow of the submission. No recognisable conclusion – a little reference to the main points does not offer a clear conclusion to the paper. 2.47-0.00	No evidence of an introduction or conclusion. Grammatical errors prevent understanding large tracts of the submission. 0	5
Approach and Argument (80%)						

A comprehensive (thorough) discussion of Jo's lived experience addresses all of the points requested in step 2 of the task description. All content relates to Jo. 50.00-42.25	A detailed discussion of Jo's lived experience addresses all the points requested in step 2 of the task description. All content relates to Jo. 42.25-37.25	A detailed discussion of Jo's lived experience addresses 2 of the 3 points requested in step 2 of the task description. All content relates to Jo. 37.25-.32.25	A basic discussion of Jo's lived experience addresses 1 out of the 3 points requested in step 2 of the task description. All content relates to Jo. 32.25-24.75	Minimal/No discussion of Jo's lived experience addresses only 1 of the requests in step 2 of the task description. Minimal referral back to Jo. 24.74-0.00	No discussion of the person's lived experience with a chronic health condition was provided. 0	/50
The education plan comprehensively covers the content requested within step 2 and is entirely relevant to Jo and her requirements. 30.00-25.35	The detailed education plan covers the content requested within step 2 and is entirely relevant to Jo and her requirements. 25.34-22.35	The detailed education plan covers the content requested within step 2 and is relevant to Jo and her requirements. 22.34-19.35	The basic education plan covers the content requested within step 2 and is relevant to Jo and her requirements. 19.34-14.85	The education plan content is irrelevant, does not address all the requested tasks in step 2 and does not relate to Jo and her requirements. 14.84-0.00	An education plan needs to be provided. No relation between Jo and her requirements. 0	J
Referencing (10%)						
Accurate APA referencing in text and reference list with no errors. And a maximum of 10 references is required to support statements. 10-8.45	APA referencing is used in the text, and the reference list may have 1-2 consistent formatting errors (may be made multiple times). 8-10 references are used to support statements. 8.44-7.45	APA referencing is used in the text, and the reference list may have 3-4 consistent formatting errors (may be made multiple times). 6-8 references are used to support statements. 7.44-6.45	APA referencing is used in the text, and the reference list may have 4-5 consistent formatting errors (may be made multiple times). At least 5 references are used to support statements. 6.44-4.95	APA referencing is in the text, and the reference list may have at most 5 consistent formatting errors (may be made multiple times). Less than 5 references are used to support statements. 4.94-0.00	No relevant references were noted. . 0	/10
Mark/100						
Alpha Grade						
Marker Name Marker Comments						

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit via Turnitin online using a word document

Learning Outcomes Assessed

- Evaluate interventions to influence socio-cultural and lifestyle choices of individuals
- Incorporate the lived experience of a person with a chronic health condition when collaboratively planning care
- Develop a collaborative discharge/education plan for a consumer who has a health challenge associated with the National Health Priority Areas (NHPA).

3 Written Assessment

Assessment Type
Written Assessment

Task Description

Aim

This assessment will assist you in applying the concepts you have learned in NURS12163. You will be able to demonstrate your ability to evaluate interventions incorporating the lived experience of an individual living with a chronic illness. You will develop a collaborative discharge plan considering the needs of the individual with chronic illness within the NHPA. The discharge plan will be a discharge from community care to the GP.

Instructions

Watch the video (duration 8.37 mins). Award-winning actor and best-selling author Michael J. Fox join "CBS Mornings" to discuss his new memoir, "No Time Like the Future: An Optimist Considers Mortality." In it, Fox shares personal stories and observations about illness and health, aging, the strength of family and friends, and how our perceptions about time affect how we approach mortality. Use the Template provided with the headings.

Step 1: Introduction (approximately 200 words)
• Introduce Michael and his presenting chronic health condition.
• Name the Australian National Health Priority Areas (NHPA) associated with Michaels's chronic health condition.
• Briefly outline what you will discuss in your essay.

Step 2: Discussion (approximately 1400 words)
Address ALL five dot points to explore and discuss the lived experience of your chosen consumer. Discuss the impact of chronic health conditions on Michael and his lifestyle.
• Discuss what Michael should expect from Health Care Professionals (HCPs) working in the community in the Australian context.
• Discuss the importance of shared decision-making in managing individuals such as Michael with Parkinson's?
• List three nursing approaches you could implement to ensure Michael feels heard.
• Develop a discharge plan for Michael should he be in Australia. Consider what Michael might need to be discharged from the hospital to his GP.
• As part of Michael's discharge plan, explain how to recognise early warning signs and acute deterioration of his parkinson's.
• Please DO NOT use dot points.
• Ensure your discussion is supported by the literature, with in-text citations. Use CQU library to source your journals.

Step 3: Conclusion (approximately 200 words)
Provide a paragraph concluding your essay conveying the most important points to consider concerning Michael and his condition. Consider what you want the reader to take away from Michael's experience.

Step 4: References- Use APA 7th edition, (maximum of 10)
• All journals should be sourced from the CQUniversity library.
• You may use seminal scholarly literature where relevant.
• Suitable references include peer-reviewed journal articles and textbooks.
• When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage.
• Grey literature from the internet must be from reputable websites such as government, university, or peak national bodies, such as the Australian College of Nursing or the Australian Association of Social Workers.

Requirements for literature, referencing and formatting.
• Write in the third-person perspective.
• Write in the third-person perspective.
• Use formal academic language.
• The word count is considered from the introduction's first word to the conclusion's last word. The word count excludes the reference list but includes in-text references and direct quotations.

Resources
• Use the template provided.
• You can use unit-provided materials to reference your case study. However, you must look beyond the Moodle content for this assessment. And use other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important.
• We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
• We recommend you access your discipline-specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.

• For information on academic communication, please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources, including information for students with English as a second language.
• Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Submission
Submit your assessment as one document via the unit Moodle site in Microsoft Word format only.
Results will be released two weeks from the submission date.

Marking Criteria
Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date
Week 11 Friday (29 Sept 2023) 5:00 pm AEST
Submssion via Turnitin using a word document Friday, 29 September 2023, 5:00 PM

Return Date to Students

Results will be two weeks from the submission date.

Weighting
50%

Assessment Criteria

HD 85 – 100%	D 75 – 84%	C 65 – 74%	P 50 - 64%	F <50%	Fail (content absent) 0%	Marks
Presentation (5%)						
An engaging and well-planned assessment. The assessment material is logical, clear, concise, and convincing. The template provided is used. 5.00-4.23	A well-planned, logical, and clear submission. The assessment material is generally logical, concise, and convincing. The template provided is used. 4.22-3.73	The submission needs to be more concise and convincing but is primarily comprehensive. The template provided is used. 3.72-3.23	The submission is presented, needs more flow and be more concise and comprehensive. The template provided is used. 3.22-2.48	The submission could be clearer. It is not logical OR unclear OR is perfunctory. The template provided is used. 2.47-0.00	No flow to the presentation. The template provided is not used. 0	/5
Structure (5%)						

Clear and succinct introduction that outlines the information requested and the direction of the paper. Written material is free from spelling, grammar, and structural errors. A conclusion that clearly and succinctly brings the assessment to a close. 5.00-4.23	Clear and appropriate introduction that outlines the information requested and the direction of the paper. There are 1-2 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. A conclusion that clearly and appropriately brings the assessment to a close. 4.22-3.73	Appropriate introduction that outlines the information requested and the direction of the paper. There are 3-4 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. The conclusion outlines most of the main points and brings some sense of closure. 3.72-3.23	An introduction is apparent, although it consists only of a list of the paper's contents. There are 4-5 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. Conclusion apparent – outlines most of the main points and endeavours to bring the argument to a close –some incongruity. 3.22-2.48	No recognisable introduction. There is no direction offered in respect of the paper. There are >5 errors (in spelling, grammar, and paragraph structure) that affect the meaning and flow of the submission. No recognisable conclusion – a little reference to the main points does not offer a clear conclusion to the paper. 2.47-0.00	No evidence of an introduction or conclusion. Grammatical errors prevent understanding large tracts of the submission. 0	5

Approach and Argument (80%)

Comprehensive (thorough) discussion of lived experience of Michael addressed all the points requested in the task description. All content relates to Michael, and the template is used. 50.00-42.25	A detailed discussion of the lived experience of Michael addressing 3 out of 4 points requested. All content relates to Michael, and the template is used. 42.25-37.25	A detailed discussion of the lived experience of Michael addressing 3 out of 4 points requested. All content relates to Michael, and the template is used. . 37.25.35.25	A basic discussion of the lived experience of Michael addressing 2 out of 4 points requested. All content relates to Michael, and the template is used. 32.25-24.75	Minimal/No discussion of the lived experience of Michael addresses only 1-2 out of 4 points requested. little content relates to Michael, and the template is used. 24.75-0.00	No discussion of the person's lived experience with a chronic health condition was provided. No template used 0	/50
The discharge plan comprehensively covers the content requested within the provided template and is entirely relevant to the requested tasks. 30.00-25.35	The discharge plan is detailed, covers the content requested within the provided template, and is relevant to the requested tasks. 25.34-22.35	The discharge plan is detailed, covers the content requested within the provided template, and is entirely relevant to the requested tasks. 22.34-19.35	The basic discharge plan covers the content requested within the provided template and is somewhat relevant to the requested tasks. 19.34-14.85	The discharge plan content is irrelevant and does not address all the requested tasks. 14.84-0.00	A discharge plan not provided. No relation to chosen consumer and their requirements. 0	/30

Referencing (10%)

Accurate APA referencing in text and reference list with no errors. And a maximum of 10 references is required to support statements. 10-8.45	APA referencing is used in the text, and the reference list may have 1-2 consistent formatting errors (may be made multiple times). 8-10 references are used to support statements. 8.44-7.45	APA referencing is used in the text, and the reference list may have 3-4 consistent formatting errors (may be made multiple times). 6-8 references are used to support statements. 7.44-6.45	APA referencing is used in the text, and the reference list may have 4-5 consistent formatting errors (may be made multiple times). At least 5 references are used to support statements. 6.44-4.95	APA referencing is used in the text and in the reference list and may have at most 5 consistent formatting errors (may be made multiple times). Less than 5 references are used to support statements. 4.94-0.00	No relevant references were noted. 0	/10
Mark/100						
Alpha Grade						
Marker Name Marker Comments						

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Submit via Turnitin online using a word document

Learning Outcomes Assessed

- Identify factors associated with the early recognition of an acute exacerbation of a chronic health condition and plan relevant nursing care
- Evaluate interventions to influence socio-cultural and lifestyle choices of individuals
- Incorporate the lived experience of a person with a chronic health condition when collaboratively planning care
- Develop a collaborative discharge/education plan for a consumer who has a health challenge associated with the National Health Priority Areas (NHPA).

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem